DOCUMENT RESUME

ED 313 567 CE 053 848

AUTHOR Turner, John E.
TITLE A Perspective on Marketing Teacher Education.
INSTITUTION Marketing Education Association, Reston, VA.
PUB DATE 90
NOTE 40p.; Publication costs were provided by the Marketing Education Student Association.
AVAILABLE FROM Marketing Education Association, 1908 Association Drive, Reston, VA 22091 ($10.00; quantity discounts: 10-25, 15%; 26-100, 25%; 101-250, 35%; 251 or more, 40%).
PUB TYPE Reports - Research/Technical (143)
JOURNAL CIT Marketing Education Focus; v1 1990

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Articulation (Education); *Business Education; *Distributive Education; *Educational Administration; Educational Cooperation; Educational Philosophy; *Educational Policy; Education Courses; Higher Education; *Marketing; Secondary Education; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs

ABSTRACT

This document presents a model for program planning and decision making for teacher education in marketing and discusses teacher education policy in the context of the model. The first section explains the document's background and perspective. The second section places marketing teacher education in the context of a larger marketing education program at the university level. The third section explains the model, the components of which are: (1) the philosophy and mission of marketing teacher education; (2) role objectives (for the educated person, classroom instructor, curriculum planner and instructional planner, coordinator of cooperative program, youth organizer, consultant or trainer, and program planning and management); (3) ingredient mix (prerequisites, general studies, discipline content, pedagogy and andragogy, occupational experience, and education field experience); (4) environmental screens (university structure and politics, external political and legislative mandates, job market, client availability, state certification requirements, professional standing for marketing technical education, and psychology of education); (5) program level (master's degree program, fifth-year add-on program, and baccalaureate program); (6) the educated person and teacher; and (7) secondary school marketing programs. The section also contains a table listing basic tenets for change in secondary marketing education and another table listing tenets for change in marketing teacher education. The document concludes with a 17-item bibliography. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313567

A Perspective on Marketing Teacher Education

John E. Turner
Old Dominion University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K. E. Burns
Charlotte Thurston
Dean
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

MEA Focus

Marketing Education Focus: Volume 1

BEST COPY AVAILABLE

CE 055 384

Marketing Education Focus is a publication of the Marketing Education Association (MEA). Manuscripts are reviewed by a panel of referees consisting of members of the MEA's Editorial and Publications Committee. Prospective authors may acquire information regarding submission of manuscripts by contacting the Chair of the MEA Editorial and Publications Committee:

Dr. Robert G. Berns
Marketing Education Program
Department of Business Education
Bowling Green State University
Bowling Green, Ohio 43403
(419) 372-8039

This issue of Focus was sponsored by the Marketing Education Student Association (MESA) at the University of Missouri-Columbia, which made a generous donation toward publication costs. MESA sponsored this publication to honor the twenty years of Marketing Teacher Education at the University of Missouri-Columbia and the two individuals who have guided the program, Dr. Clifton L. Smith (10 years of service) and Dr. John E. Elias (20 years of service).

The students of Marketing Education at the University of Missouri-Columbia and members of the Collegiate MESA chapter past, present and future, wish to thank these two individuals for their contributions to the field of Marketing Education and to the development of each individual who has been a student in their classes.

Copyright © 1990 by Marketing Education Association, Inc., Reston, Virginia

BACKGROUND AND PERSPECTIVE

At the beginning of this decade (1980), a number of marketing educators, administrators, and teacher educators from all across the country gathered at Vail, Colorado, for a discussion of future directions for marketing education. At that conference, our energies were focused on defining what our programs should be for the eighties and beyond. Included were discussions about a possible name change, definition(s), mission, image, client groups to be served, and the type of products (output) we should strive to produce. Four years later (1984) in Atlanta, a similar conference was held to focus on four goals related to curriculum, standards and accreditation, program awareness and implementation. At the Atlanta conference, agreement (consensus) was reached on 134 statements related to the above goals and related issues in marketing education. Agreement on these statements resulted in 15 specific recommendations addressing the conference goals (Stone, 1984). Agreement on issues at either conference was not always easy or unanimous. However, a number of significant directions were established. For example, at or following the Vail or Atlanta conference, it was decided that the name should be changed from Distributive Education to Marketing Education and that the content discipline for the program should be Marketing. Mission statements were approved through consensus and client groups identified. Important initiatives were begun resulting in the creation of the National Council for Marketing Education, which continues to provide leadership, especially through its three committees: Curriculum, Standards and Evaluation, and Marketing Strategy. Work completed through these committees include a curriculum framework and core curriculum for prebaccalaureate Marketing Education, standards for these programs, and a national marketing plan for Marketing Education (Marketing Strategy Committee, 1987, pp. 4-6). In short, we were aware as a profession that changes were needed to bring the Marketing Education Program into the eighties. It is important to note, however, that the primary focus for both the Vail and Atlanta conferences was on the content, purpose and final product (output) of prebaccalaureate Marketing Education, with limited

discussion of the implications for Marketing Teacher Education. There was also limited discussion regarding how policy decisions should be made regarding program delivery strategies for the prebaccalaureate or the teacher preparation aspect.

Beginning in 1983 and separate from efforts toward reform within the marketing education professional community, the first of a series of nationally acclaimed reports calling for reform in public education generally and in the preparation of teachers for these programs was released. These reports (i.e., A Nation At Risk, National Commission on Excellence in Education, 1983) were for the most part highly critical of the current state of public education in America. More specifically, the reports were critical of the resulting lack of educational competence evident in graduates of these programs. A large share of the blame for this poor showing of American public education was placed on the classroom teacher and the preparation of these teachers by traditional teacher preparation programs. Subsequently, much of the follow-up debate and written materials have focused on how teachers should be prepared. Unfortunately, much of this debate has been concentrated on implementation strategies or policies regarding the form or format for teacher preparation rather than the content or shape of the final product. For example, many hours have been spent in debate and hundreds of pages written within the past three-four years in an attempt to justify switching from a four-year baccalaureate level program to a fifth-year or master's-level process for the preparation of classroom teachers.

The form that a teacher preparation program should take (i.e., four-year baccalaureate, fifth-year add-on, master's, etc.) is an important issue; however, it should be the third or fourth item on the teacher education reform agenda. The first items should be identifying what the end product(s) of prebaccalaureate (secondary) programs should be. Second is the identification of what is necessary to produce that product, two of which are the classroom teacher and the curriculum content. In other words, once the product or desired outcome at the secondary level is agreed upon,

then and only then, should policy decisions be finalized about content and process in marketing teacher education.

As the call for reform (to this point largely an academic debate) gained momentum, state governors and governments, and state boards of education (e.g., Texas, North Carolina and Virginia) began to take note and establish legislative committees and special commissions to study the implications for state-level educational reform. Thus began the action phase of the "top down" reform movement in public education and in the preparation of teachers for these programs. Like the national reports, efforts by state and local governments and boards of education have focused to a great extent on the restructure of teacher preparation as a means for improving public education. Again these efforts have dealt primarily with the process for preparing teachers, in particular the possible abolishment of undergraduate education majors for teachers. Calls for content (output) changes have been in more general terms such as more general education, more content and less education course work.

Since vocational education was not specifically addressed in most of the national reports (with the exception of Goodlad, 1984), state initiatives have generally sought to have vocational teacher educators follow suggestions for reform similar to those for secondary teacher preparation (i.e., requiring a content major other than education). Marketing education has been no exception. This has been a very difficult process as many of these guidelines did not seem to fit what we needed in marketing teacher education. However, lacking a data base (Lynch, 1988, p. 119), it was difficult to offer a strong defense as to why marketing teacher education should not follow these same guidelines. Secondly, if what was being recommended for secondary teacher preparation in general was not what we needed, what was the solution for marketing teacher education?

Time permitting, it would be prudent to wait until a data base could be assimilated; however, time lines exerted by external

forces such as state legislative and board of education mandates have ruled out that alternative in a number of instances. It has been necessary to move ahead to restructure marketing teacher education programs based on perceived best Practices. In addition to our individual beliefs, a number of articles written by marketing education professionals exist in the literature which provide insight to emerging trends and desired directions. Our colleagues in other vocational disciplines, who have been faced with similar decisions, have also published articles helpful to our decision-making process. Two publications which should be mandatory for reading and study by anyone faced with revision of marketing teacher preparation programs are: Marketing Education, A Book of Readings, edited by Stewart W. Husted, 1988 and Beyond The Debate: Perspectives on Preparation of Vocational Education Teachers, a monograph published by the University Council For Vocational Education, November, 1988. Finally, there are research reports, articles, books, etc. by professional educators outside vocational education germane to our change process.

Presented in this monograph is a suggested model for program planning and decision making for marketing teacher education. Discussion of policies and needed changes in marketing teacher preparation are addressed in the context of that model. Since the mission, goals and implementation policies of the prebaccalaureate programs have a direct bearing on the content and structure of teacher preparation for these programs, selected issues in prebaccalaureate marketing education will also be addressed as they relate to marketing teacher education.

Suggested tenets for change in prebaccalaureate programs (limited to secondary marketing education) and marketing teacher preparation are included. They are intended to be futuristic, to help us think beyond present modes of operation to a new horizon. A number of these tenets are gleaned from the literature; however, in several instances they are based on the perceptions of this writer.

MARKETING EDUCATION AT THE BACCALAUREATE LEVEL

It is important that the reader understand the writer's perspective of how marketing teacher preparation relates to MARKETING EDUCATION at the baccalaureate level. Otherwise, some of the positions and recommendations for marketing teacher education will not be clear. That doesn't mean that you will agree, just that it should be more clear as to why these positions are taken.

The writer's vision of MARKETING EDUCATION at the university level is that it is larger than marketing teacher education alone. Baccalaureate level MARKETING EDUCATION may consist of several majors, emphasis areas, minors and certificate programs. Marketing teacher education (certification program) is but one of these. As noted by Burrow (1980, p. 8), traditional "marketing teacher education is positioned between two unique academic structures—business units and teacher education units." If we study program offerings available from these two units, gaps in service to various client groups appear. These service gaps may be seen as strategic opportunities for MARKETING EDUCATION. One of the gaps often identified as not being adequately served by traditional colleges of business or education is the training and development field. There seems to be disagreement, however, as to whether or not training and development is an appropriate service area for vocational teacher education programs.

A telephone survey of vocational education department chairs from eighteen of the nineteen member institutions of the University Council for Vocational Education was conducted by Leach, as reported in Leach and Snauwaert (1988, p. 109). Leach found that "Eleven respondents indicated that the reform proposals should address the preparation of students for training positions in business and industry. Several respondents suggested that a potential student base is missed by not including training and development in the reform proposals." Leach also found that "although most expressed a belief that training and development is becoming more central to the mission of vocational education, they are of the

opinion that teacher certification and non-certification programs should remain separate." Based on personal experience and observation with a university program in training and development since 1978, I agree with this last finding. I do not believe the marketing teacher preparation (certification) program should attempt parallel service to the training and development field. However, I do believe very strongly that baccalaureate programs in a broader concept of MARKETING EDUCATION should and can provide graduates and other services to the training and development field as well as other professional occupational areas such as fashion or merchandising.

With this understanding of the writer's vision of marketing teacher education as a part of a larger baccalaureate level MARKETING EDUCATION program, the remainder of this section will address primarily the marketing teacher education (certification) aspect. The adult education role of the secondary marketing teacher will be addressed under the role objectives heading of consultant/trainer.

MARKETING TEACHER EDUCATION

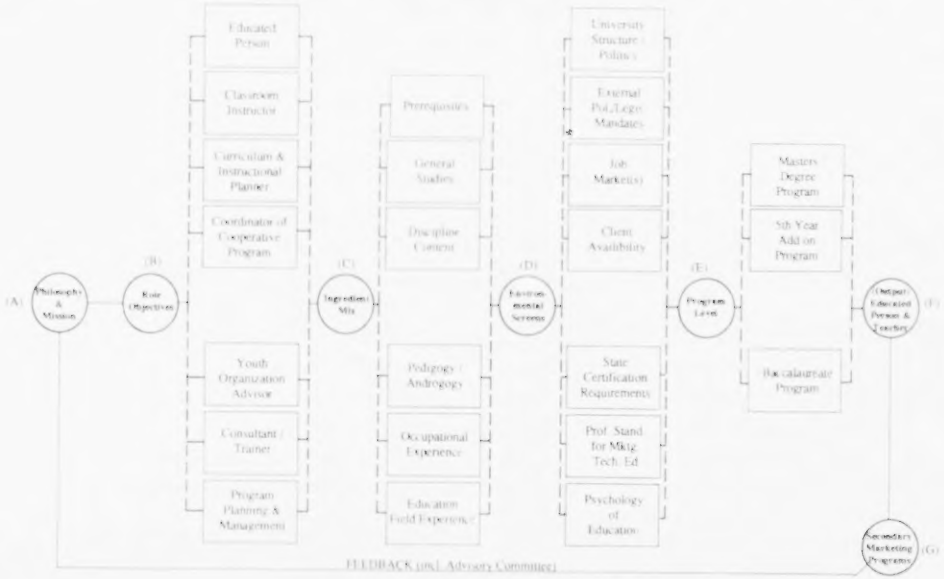
As noted in the background and perspective, there has been intense pressure in the last few years to reform traditional teacher preparation programs across-the-board. A handicap in the reform process in marketing teacher preparation has been the lack of a data base to support various directions or decisions. None-theless, it has been necessary to make critical decisions regarding both content and process in marketing teacher education. They have been made, for the most part, on the basis of perceived best practices.

Due to the lack of a current model for program planning in marketing teacher education, it might appear that these decisions have sometimes been made in an isolated manner, that is, without adequate consideration for total program context. A new model for marketing teacher education has not been widely circulated since

Crawford's Competency Pattern Approach to Distributive Teacher Education (1971). A current model for planning and decision making in marketing teacher education would provide a needed context in which decisions could be made. It would also provide a visible means of identifying and providing direction for needed research. As a data base becomes available in each of the planning phases, current practices could be measured against research findings and adjustments made accordingly. Until a data base becomes available, however, the model could provide a much needed context in which to make our decisions based on perceived best practices. Many of the tenets of the Crawford model may be very relevant for preparing teachers for secondary marketing education in the twenty-first century; however, they need to be applied in the context of future directions. (No effort is made here to apply the competency pattern approach developed by Crawford to the proposed model.) A number of current materials (e.g., the one hundred thirty-four (134) consensus statements from the 1984 Curriculum Conference, the National Marketing Plan and the Standards of Excellence for both the High School (secondary) and Teacher Education Programs) as well as the Crawford study, can be studied in light of the proposed model.

The proposed model is shown on the following page. Remaining discussion regarding marketing teacher education and selected issues in secondary marketing programs as they relate to the preparation of teachers will be sequenced and addressed utilizing the proposed program planning model. Some of the planning phases (A-G) will be discussed in some depth, while others will be described briefly, to provide clarity regarding their position and purpose in the model.

MARKETING TEACHER EDUCATION PROGRAM PLANNING MODEL



(A) PHILOSOPHY AND MISSION OF MARKETING TEACHER EDUCATION

Historically, marketing (distributive) teacher education has drawn its mission statement from marketing education with the interpretation that its main purpose was to prepare teachers for these prebaccalaureate vocational marketing programs. Restated, it might read: The mission of marketing teacher education is to prepare educated teachers for prebaccalaureate (secondary, postsecondary, and adult) marketing education programs. Discussion in this document will be confined to preparation of teachers for secondary and adult programs. Preparation of teachers for postsecondary programs is not addressed.

Marketing teacher education (certification) programs should focus on preparing educated graduates capable of administering and teaching in programs providing education for marketing at the secondary and adult levels. This preparation should not be limited to preparing teachers for existing secondary programs, but should include instruction to enable these future teachers to initiate and implement change in existing structure and processes. Therefore, prospective teachers need to be provided with a vision of future directions for marketing education and with competence in strategic planning techniques to enable them to initiate and implement change within local educational superstructures. Their vision needs to be greater than simple knowledge of existing programs and practices. They need a larger picture of the overall purpose and function of education for marketing, enabling them to provide leadership in marketing education in their communities. In addition, an atmosphere must exist in the teacher education program which not only makes it OK for preservice marketing teachers to see themselves as change agents but which fosters this initiative. Therefore, teacher educators should strive to instill within the preservice marketing teacher the entrepreneurial spirit as it relates to finding new ways to meet the needs of various client groups at the secondary level. Of course, this presupposes the

provision of a sound philosophical foundation in marketing teacher preparation with guidelines or parameters for preservice teachers in their role as change agents.

To assist preservice marketing teachers with the preparation needed for their role as change agents, they must be educated, not trained, to understand the dynamics of marketing and its role in the context of public, private, profit and nonprofit enterprise. They need an understanding of how they, as secondary marketing teachers and their programs, fit into the scheme of providing total education for marketing. This will necessitate a much closer connecting link between content courses in marketing and courses in pedagogy and andragogy. While it may not be reasonable to expect university professors teaching content courses in marketing to provide all of this needed linkage, they should be brought into discussions of the need for linkage. Awareness of the need could help bring about some feeling of ownership or responsibility for helping to prepare future teachers of marketing at the prebaccalaureate level. Much of the responsibility for providing this linkage, however, must lie with the professors providing professional courses in methods (pedagogy and andragogy), curriculum, and organization and philosophy of marketing education.

From the philosophy and mission of marketing teacher education, we should look next at an analysis of the needs of the target market, the secondary program (G).

(G) SECONDARY MARKETING PROGRAMS

Comparing where we are today in our secondary marketing programs with where we want them to be, provides us with the strategic gap. One of the neat aspects of the strategic planning concept is that it is an ongoing, evolutionary process. Therefore, it is not necessary to throw away everything we currently do. Some of the current modes of operation in secondary marketing education may need to be deleted, some retained as is, others changed,

and new ones added. The degree to which any one of these approaches is used is dictated by the magnitude and nature of the strategic gap. (It can be a very orderly process.)

There are several philosophical as well as implementation aspects of our current secondary marketing programs which I feel need reform. These include, but are not limited to, mission, classroom instructional delivery techniques, instructional planning, rigor (time allotted as well as level of difficulty) of curriculum content as presented in the classroom, and course sequencing and leveling.

The current literature in vocational education and in marketing education provides a number of suggestions that secondary vocational programs should expand beyond preparation for specific employment. I also hear and read that vocational educators should accept a greater responsibility for the overall or total education of the student (i.e., the three R's as well as global intelligence). I agree with these observations.

Secondary-level vocational marketing education programs for the twenty-first century need to reflect the image of being an integral part of a total secondary education system. However, Goodlad (1984, p. 144) observes that there appears to be a dual system of education in our secondary schools, college preparatory and vocational. Although vocational educators are by no means totally responsible for this current dichotomy, we may have contributed to the notion that vocational education is separate or different from the rest of education. This should not be the case. Rather than concentrate on our differences, the two aspects should be viewed as integral components of one educational system. All programs in secondary education should have at least one shared goal, the education of our youth for an enjoyable and meaningful life. To that end a portion of the mission statement for secondary-level marketing education should be changed from "... to develop competent workers in and for the major occupational areas within marketing," (Samson, 1980) to "...to provide educated youth for tomorrow's careers in marketing." This broadened mission

should be followed in specific ways by looking for shared goals with other secondary educational programs in order to jointly provide the best possible education for all of our students.

(B) ROLE OBJECTIVES

This phase of the marketing teacher education planning model is based on the various roles of the secondary vocational marketing teacher, including the role of educated person. The role, educated person, serves as a visible reminder that adequate preparation in general studies, or liberal education as it may be called, is crucial to effective teaching. All together, the seven roles may be used to ensure appropriate coverage in marketing teacher education programs, of the competencies needed by marketing educators at the secondary level. Specific objectives should be developed under each role heading to assist in total program planning and coverage. The total university experience should not, however, be restricted to these objectives alone.

Role: Educated Person. I agree with the consensus statement as approved by marketing educators at the 1984 curriculum conference which reads "Marketing educators should not be expected to teach remedial subjects," (Stone, 1984, p. 3). However, I believe marketing educators at the secondary level should accept a more active supporting role in helping students develop skills in reading, writing and mathematics. This means that secondary marketing teachers should reinforce these basic skills and provide means for guided practice to enable students to apply and further their learning in the basics. For example, provide written assignments which we edit, but not necessarily grade for grammatical correctness, and return with comments for improvement. Finally, the marketing teacher should model the qualities of an educated person. I can think of no reason why graduates of marketing teacher preparation programs should be any less competent in the area of general or liberal education than a graduate of any other professional preparation program. Rather than perceiving the general studies component of teacher preparation as an add-on, it should be embraced as an integral part of the total preparation of the

marketing teacher. Obviously, there is a trade off in how much time or credits may be devoted to general studies, content discipline, and professional education. However, in the areas of communication, both verbal and written and in computation skills, there should be as little compromise as possible in seeking to provide adequate preparation for future marketing teachers.

Roles: Classroom Instructor and Curriculum and Instructional Planner. As these two roles are very closely related, they will be considered together. They also represent an aspect of secondary marketing education which has received considerable attention. However, this writer believes there are several areas within these roles still in need of revision or reform. One of these is the degree by which we base classroom instruction on occupational task lists. It is the opinion of this writer that in vocational education generally (agricultural and technology education excluded), and marketing education specifically, we may have overemphasized the idea of preparation for employment in specific occupations as the primary goal for all course offerings. (I also believe that this has been a factor in marketing education as well as other vocational programs being labeled training rather than education). This is not to suggest that we discontinue use of occupational and task analysis as one of the bases for our secondary curriculum. My concern focuses more on how this curriculum content is delivered in the classroom. Tozer and Nelson advocated a revised approach to vocational education (1988, p. 24) utilizing a paradigm proposed by Pratzner. This revised approach would have vocational educators "use vocational materials, subject matter, and settings in an effort to develop the skills, understandings, and dispositions of educated people not of compliant workers." They further state that the paradigm proposed by Pratzner "does not limit the educational aims of students by the limited educational demands of the workplace. Instead, the paradigm recognizes that the workplace of the future (and already in the present) will not demand much, either intellectually or educationally, of the majority of workers." This approach would "seek to educate all students well beyond the demands of the workplace and is worthy of the name vocational education, not merely vocational training." I agree! Could

a feeling of being chained to an occupational task list in order to prepare students for a specific occupation (too often entry level) be part of the cause of some classroom teachers and their students being bored and turned off? Every student, regardless of his/her intellectual abilities needs to be able to see patterns for growth. If we limit our secondary students to thinking within the confines of one, or even several task lists, then we, not they, have limited their ability to envision their potential and feel excitement about marketing education as a factor contributing positively to their future. Ruff (1988, p. 124), states that "if students are taught skills that are extremely narrow in their applications, they will lack the flexibility required to adapt to technological changes in these fields."

The national curriculum committee has addressed this issue and provides rationale and strategies for implementing the proposed National Curriculum Framework and Core Competencies (1987) in a manner to avoid this narrow approach. However, my observation of current secondary marketing classroom instructional delivery strategies suggests that, in practice, teachers are building their lesson plans and instructional delivery around the task lists without consistently providing sufficient background, context, related topical areas or enrichment content. Focus is too often on a very narrow content area segmented from related conceptual ideas. (I believe part of this approach by secondary marketing teachers is the result of too many students with marginal abilities and/or low interest in marketing being admitted or placed in the marketing programs. I also believe that the provision of a teacher-proof curriculum where much of the work involved in the development of classroom instructional material has been completed before the individual classroom teacher becomes directly involved has contributed to a rote delivery process. Finally, I believe that the process of preparing future teachers to use and develop curriculum materials for secondary marketing programs may have focused too heavily on the mechanical aspects of filing and sorting of curriculum materials. Although these are basic skills where curriculum materials are of a highly developed and sophisticated nature, too much attention to this area in teacher education must

come at the expense of learned competence in the skill of enriching content in order to make it come alive for the secondary student.)

So what is the answer? Do we stop using job and task analysis for instructional and curriculum development purposes? No, but I do believe that the in-class focus of the secondary marketing program needs to shift to a more global or holistic approach. Two ways of accomplishing this shift in focus are included here. First, where traditional programs utilizing the cooperative method persist [the cooperative method may have served the traditional secondary marketing (distributive) education client group sufficiently, however it is no longer adequate as a total approach to providing education for marketing at the secondary level], instruction in job specific skills should be attained on-the-job, albeit with careful coordination and the use of training plans (which by the way, should contain specific job duties and tasks). One of the reasons I believe marketing teachers have at times felt frequent coordination visits were unnecessary is because we have taken the employer's part of cooperative education from them and inserted it into the formal classroom teaching environment (teaching specific job duties/tasks). If we continue to advocate the cooperative approach as one of our teaching strategies, then we should practice what we advocate. Additionally, where provided, the cooperative aspect should be restricted to the senior level. This recommendation has support in the literature as noted by Bishop (1987, p. V-41). Restricting the cooperative aspect to the senior year provides scheduling flexibility enabling marketing education students to enroll in additional academic or college preparatory courses. It would also help make marketing education more accessible to students identified as college preparatory or general education. Furthermore, for those students seeking jobs immediately after graduation, it places the on-the-job aspect at an opportune time to facilitate transition into full-time employment.

If specific job skill training is provided primarily through the cooperative aspect, classroom instructional time could be more appropriately used to teach the principles of marketing by

"instruction through vocations and not merely for vocations" (Tozer and Nelson, 1988, p. 35). It frees in-class instructional time of mundane, repetitive, job-task training and permits additional emphasis on enriched, transferrable content in marketing principles and practices. (This holistic approach to vocational education does not mean that a number of references to marketing careers and specific occupational characteristics would cease. They are still very necessary as a tool to clarify and provide relevance to conceptual content.)

According to Ruff (1988, p. 123) "...most vocational programs should place emphasis on the teaching of higher-order skills." Ruff also states that "Persons being prepared for marketing occupations will particularly need to acquire higher-order skills." The idea of helping students learn higher-order, more generalizable skills in the classroom can be accomplished through the use of creative-thinking techniques such as role playing and case studies. (Additional enrichment techniques may be found in the National Curriculum Framework and Core Competencies, National Curriculum Committee, 1987.) Both of these instructional techniques utilize inductive thinking processes whereby the students are asked to develop solutions to problems and issues that take the student beyond the content provided by the teacher. We need to help students rise to the level of a higher-order curriculum content rather than breaking the curriculum and related instructional presentations into minute tasks and subtasks requiring only rote cognitive recall or application. Students tend to achieve as we believe they can (Reavis, 1988, p. 15). In short, we could provide education for students beyond the confines of specific job requirements.

When the classroom approach of teaching through rather than merely for occupations is coupled with internships, shadowing techniques, short-term work experience, simulations, and/or cooperative on-the-job training (primarily for students planning to enter the work force directly after leaving or graduating from high school), etc., we have a vocational program capable of educating youth for tomorrow's careers in marketing as well as providing for

specific job-skill development as needed. The dilemma of how to reach college preparatory students is, in part, innately solved since the classroom aspect stands alone complete in itself, not just part of something else. The classroom would be suitable for students identified as college preparatory as well as for those pursuing a non-college preparatory curriculum since the content would be germane to both groups. Are the principles of marketing different for students enrolled in college preparatory than for students not enrolled in the college preparatory curriculum? I think not. The immediacy and slant of the application may be different, but not the principles. (There may be sufficient justification for offering a separate marketing class for students identified as college preparatory; however, the decision to do so should be based on overall concerns for packaging in order to reach a specific target group, not on any slight difference in curriculum content.) Students enrolled in marketing specialty courses (i.e., Financial Services Marketing, Fashion Merchandising, or classes designed specifically for students identified as college preparatory) wishing to include the cooperative on-the-job aspect could enroll separately for that process on an elective basis. The cooperative aspect should not, of course, be open to students not concurrently enrolled in an appropriate classroom aspect of the marketing program.

A second means of providing a more holistic approach in marketing education is by revising current sequence and levels of instruction. Somehow in education, we seem to get carried away with creating levels or hierarchies. This includes prerequisites. For example, although different from state to state and locality to locality, we sometimes see three levels of general marketing. Level I consists of pre-employment content, plus competencies required for entry-level employment in at least one marketing occupational area. Level II may be referred to as career sustaining or employment and advancement in marketing occupations and level III supervisory or mid-management. Level I may be listed as a prerequisite for level II, and level II prerequisite for level III. Goodlad (1984, p. 144) suggests that the requirement of blocks of instruction or prerequisites is a deterrent for students identified as

college preparatory being able to enroll in vocational classes as electives. This observation may come as little surprise to those of us in marketing education. (I agree with the suggestion by the national curriculum committee, however, that demonstration of basic skills would be an appropriate requirement for entry into the marketing program (National Curriculum Committee, 1988, p. 19). This would be in place of the requirement of a course or block of instruction and could be demonstrated through grades in selected courses or pretests.)

My concern with the current format for leveling, sequencing and requiring prerequisites goes beyond the point expressed by Goodlad. The current system is based largely on the expressed premise that the program mission is preparation for employment in a specific marketing occupation (whether at entry, career sustaining or supervisory/mid-management levels). This very system may be partly responsible for retarding program change, adaptation and growth. If, as suggested, we broaden our mission to "providing educated youth for tomorrow's careers in marketing" and utilize the concept of teaching through rather than merely for specific occupations, this system must be upgraded. First, we would need to use something other than the levels of employment as the sole means of selecting, leveling and packaging our instruction. Other aspects such as transferability, degree of difficulty, and purpose for which the instruction is intended are all legitimate means of selecting, sequencing and leveling content and courses. Think for a moment about the ingredient mix of a marketing curriculum suitable for educating youth for tomorrow's careers in marketing. Four major groupings come to mind. These are:

A – Marketing Principles and Practices

B – Personal Marketing (currently referred to as pre-employment)

C – Industry or Subject Specific content (Where the entire course focuses on one industry or subject such as Real Estate Marketing or Entrepreneurship)

D – Classroom supplement to cooperative/on-the-job training (Where key elements from cooperative job placements need reinforcement or introduction in the classroom)

These four blocks of content would be used in prescriptive combination based on the expected outcome for each course. As examples, several possible courses are shown here graphically with suggested specifications. The space allotted to each block of instruction within each course is intended only as a graphic illustration of the time or emphasis allotted to that general topic area. These illustrations are:

Example No. 1 – GENERAL MARKETING

Prerequisite (level one if two levels are used)

Open to Juniors or Seniors, Cooperative Aspect Available (may choose to make mandatory)

Text: Marketing Principles and Practices, LAPs and other supplemental materials

Classroom:

(B)	(A)	(D)
Per. Mktg. Skills	Marketing Principles and Practices (Utilizes Voc. Approach of Teaching Through Rather than For Spec. Occ.)	Supplement to on-the-job

Cooperative On-The-Job:

Utilizes Training Plans with Occupational Specific Duties & Tasks

Duty Tasks	Duty Tasks	Duty Tasks	Duty Tasks	Duty Tasks	Duty Tasks	Duty Tasks

---

Example No. 2 – MARKETING SPECIALIST (Financial Services Marketing or Real Estate Marketing etc.)

Prerequisite – Senior status

Level – 1 Yr. Senior only

Utilizes optional short-term internships or mentorships

Text: Marketing Principles and Practices supplemented with LAPs and other materials

Classroom:

(B)	(A)	(C)
Per. Mktg. Skills	Marketing Principles and Practices (Taught through reference to Financial Services or Real Estate Business etc.)	Industry or Subject Specific Information

Example No. 3 – MARKETING SPECIALIST: Entrepreneurship

Prerequisite – (should possibly consider college prep. or "B" math grades etc.)

1 Yr. – Senior level only

Utilizes short-term internships/mentoring

Text: Starting and Operating a Business and Marketing Principles and Practices

Classroom:

(B) Per. Mktg. Skills	.	(A) Marketing Principles and Practices (Applied through vocations)
	.	(C) Starting and Operating a Small Business

Example No. 4 – MARKETING MANAGEMENT (packaged for students identified as college preparatory)

Prerequisite – Successful enrollment to date in college preparatory curriculum

Level – 1 Yr. Junior or Senior

Utilizes mentor or short-term internships

Text: Marketing Principles and Practices supplemented by LAPs, outside readings

Capstone project/paper required

Classroom:

(B)	(A)
Per. Mktg. Skills	Marketing Principles and Practices (Taught by reference to occupational application as well as highlighting effects of marketing on national, international or global economies and society)

While the topical headings of these suggested courses may be similar to current offerings, the emphasis placed on routine job skills training versus higher-order learning is not. The emphasis is on higher-order transferable skills pertaining to the principles of marketing reinforced through reference to occupational application. Routine job skills for specific employment situations are obtained where and as needed, primarily on-the-job.

I am not advocating academic over vocational or that secondary vocational education (marketing education specifically) become academic. I am advocating a vocational approach to serve a broader scope of students, e.g., students enrolled in college preparatory (many of whom do not complete the four-year baccalaureate program), and students enrolled in general education who don't fit college preparatory or vocational. And finally, I am advocating a revised approach to meet the needs of our traditional client group in the secondary programs, those students who plan to enter employment directly after leaving or graduating from high school. The role of teacher education in this reform includes redirecting preservice teacher preparation programs to prepare future teachers as change agents as well as providing inservice programs for marketing teachers and supervisory staff in the field.

ROLE: Coordination of Cooperative Program

The total amount of coordination time required for successful operation of the secondary program may be reduced by restricting the cooperative aspect to the senior year and by introducing one semester and one-year specialty courses using a strategy other than the cooperative method. However, the importance of the coordination role becomes greater. This is due to more dependence on the employer as the provider of specific job skills. Training plans should be utilized, showing major topics and transferable skills to be developed in class, along with a section listing the job-specific skills to be attained on-the-job under the supervision of the employer or his/her designated employee. This doesn't sound much different than what currently exists. It isn't, except that fewer specific job skills are listed under the classroom portion

and more are listed as the employer's responsibility. Overall, fewer of the lower level, routine or repetitive subtasks would be included. It is very important then, for the marketing teacher to work with the employer to develop the training plan and to communicate the execution of that plan during the year. This approach represents a true partnership between education and business, with the classroom teacher and the employer providing that portion of the students' vocational training most suited to their expertise.

Additional study needs to be given to a means of providing adequate time for the secondary marketing teacher to provide coordination to those non-cooperative aspects of application through rather than merely for occupations. For example, when would the teacher provide placement and supervision for short-term internships, shadowing, interviewing, and how would that time be accounted for. Agriculture teachers at the secondary level have used methods other than the cooperative approach for a number of years. Perhaps a study of these methods would provide some insight as to how marketing teachers could manage this portion of vocational application.

Role: Youth Organization Advisor

In the opinion of this writer, the competitive events provided through our youth organization, Distributive Education Clubs of America (DECA), are one of the best examples of where we are already providing application through rather than merely for vocations. Teacher education programs should continue to provide instruction in the use of our youth organization as an important method of providing application of conceptual learning in the marketing classroom.

There are, however, several areas in need of reform in the current secondary-level youth organization. These include a new name and expanded service to students enrolled in marketing specialty areas. In addition, service to students in existing marketing classes should continue to be upgraded by providing more

problem-solving, decision-making competitive events requiring higher-order skills utilizing inductive thinking and reasoning. For example, the use of computer-assisted business simulations and on-the-spot development of promotional campaigns, cases developed around strategic business unit growth strategies, etc.. (i.e., Virginia DECA utilized a computer-assisted business simulation successfully this year for students enrolled in marketing management classes.)

Role: Consultant/Trainer

Within this role the business term consultant/trainer is used to refer to that part of prebaccalaureate marketing education serving the educational needs of adults. When federal reimbursement became available to local programs in distributive (marketing) education in 1937, the emphasis was on a dual approach, high school and adult. In some states the philosophy was fifty/fifty. That is, it was recommended that one half of the secondary distributive (marketing) teachers time be spent on each of these two phases. The teacher was expected to conduct needs analysis to determine the adult education needs as they related to distribution (marketing), organize classes, instruct classes as appropriate, provide coordination with adults on their jobs, and conduct follow-up surveys to determine success of courses and any additional needs for training. The business environment in which this took place was much less sophisticated, both technologically and conceptually, than at present. The distributive education high school programs of the time were also much less comprehensive in curriculum, client groups served and diversity of program offerings. In short, times were less complicated.

The business community of today is considerably more advanced and complex, with technological change taking place at unprecedented rates. This requires a higher level of sophistication on the part of individuals providing training for this arena than was required fifty years ago. The marketing (distributive) education high school program of today is also much more complex and requires a larger share of total time from the teacher. In the view of

this writer, it is unreasonable to expect any one person serving as the secondary teacher to provide comprehensive coverage of the adult training and development needs at the same time they are responsible for a total high school program. Training and development programs are also much more available from a variety of sources such as community college systems, and company-conducted training programs, than ever before. I do not mean to suggest that the prebaccalaureate program should not address the area of training and development, just that the rules of the game are different.

To what extent then, should preservice teacher education attempt to prepare future marketing teachers to perform adult training and development courses and programs. First, it should be obvious that research is needed to tell us what tasks should be expected of newly certified marketing teachers in their role of adult training and development. Secondly, a need exists to develop a method of providing differentiated staffing depending on the adult training and development needs of a given community. For example, in high schools with more than one marketing education teacher, one of the teachers may elect or be requested to specialize in adult training and development. Also, as is the case in Virginia, training and development specialists may be employed to serve a region within the state. Another means would be to have several school systems share the services of a specialist in adult training and development. This would relieve, in part, the newly certified teacher from total responsibility for adult programs.

It is also time to consider formalizing a system of progressive teacher preparation in marketing education. That is, preservice marketing teacher education would only provide preparation for a level of service in the consultant/trainer role appropriate for a newly certified marketing teacher. As reported by Heath and Price (1987, p. 29), beginning marketing teachers at the secondary level do not feel comfortable teaching adult classes due to age and lack of experience. They also report that beginning teachers do not feel they have sufficient business background to teach adult students. Due to these factors plus the high demand for the new teachers'

time by the high school program, tasks related to adult training and development for a newly certified marketing teacher should generally be of an ancillary or supportive nature. (Research is needed to determine specifically what tasks to include.) Exceptions to this level of preparation afforded a preservice teacher might occur in instances where the university student is older or possesses a higher than usual level of maturity, work experience, or interest in adult training and development. This additional in-depth preparation in adult training and development could be provided through the use of elective courses from a parallel major in training and development offered through a baccalaureate marketing education or other campus program.

An informal version of this progressive approach is already in place in Virginia. Three prepackaged programs offered to adult learners in marketing are available for use by secondary marketing teachers only after completing six hours of course work in appropriate adult delivery strategies (Price, 1988, p. 39).

Formal, university-provided preparation for advanced levels of competence in adult training and development could be developed through advanced degree work. Courses should include technical content courses from colleges of business as well as courses in andragogy.

Role: Program Planning and Management

The role of program planning and management is usually the least addressed or discussed in the literature. It should be, however, an aspect of the secondary marketing teacher's job where the mission and philosophy are most visible. This area of responsibility not only includes the traditional responsibilities of completing weekly planning calendars and local and state accountability forms, it also includes the long-term planning aspect for program directions. Here learned competence in strategic planning should be utilized to develop directions based on needs analysis in the local community. Marketing specialty areas identified through community and school surveys should be incorporated into master plans utilizing

advisory committee input to forge a plan for the future. Limitations within local environments, both community and school, should be taken into account and objectives developed with strategies to accomplish these objectives. In order for the marketing teachers to accomplish this, they need to have been provided with a vision of future directions for marketing education at the secondary level through their preservice preparation. True, these visions may differ considerably from the reality of the beginning teacher's first full-time teaching assignment; however, provided with guidelines of future directions, they have a target, something to aim for. Each community is different; therefore, rather than providing a static view of marketing education at the secondary level, marketing teacher education must equip its graduates with competence in the process of strategic planning. This process is applicable in any location where the beginning teacher may be employed. If accompanied with the belief that they are part of the leadership team, and with the support of local supervisors and state staff personnel, they can help close the gap between what is depicted as desirable in the literature with the reality of the local marketing program.

Table 1 provides a summary of the basic tenets for change as recommended in this monograph for marketing education at the secondary level. A summary of implications for marketing teacher education is presented in Table 2 at the conclusion of planning phase (E), Program Level.

(C) INGREDIENT MIX

Once objectives have been established in marketing education for each of the roles of a secondary marketing teacher's job, it is necessary to locate, select and/or modify and assimilate ingredients from across the university. Although the baccalaureate MARKETING EDUCATION program may serve as the anchor unit, the total teacher preparation program should be developed across colleges and departments within each university.

Table 1

Basic Tenets For Change In Secondary Marketing Education

1 – Expand the mission of marketing education from "preparation for employment in marketing occupations" to "providing educated youth for tomorrow's careers in marketing."

2 – Move beyond the demands of the work place, specific job requirements and task lists as the primary basis for a curriculum framework and instructional processes.

3 – Emphasize the learning of marketing principles and other transferable and higher-order skills.

4 – Utilize the vocational approach of teaching through rather than merely for occupations.

5 – Rely more heavily on the cooperative aspect to provide specific job skills.

6 – Rethink the current leveling of marketing education curriculum and programs.

7 – Capitalize on research findings relating to high expectations.

8 – Make marketing education more suitable for, and available to, students identified as college preparatory and general.

9 – Develop specific means of demonstrating and promoting a more active supporting role in assisting students with the basics.

10 – Replace some of the General Marketing, entry-level job skill training with concentrated one-semester/one-year classes providing indepth study of specific career clusters in marketing occupations (e.g., Financial Services Marketing, Real Estate Marketing, Travel and Tourism Marketing, and Entrepreneurship).

Marketing teacher educators need to solicit and encourage participation by faculty from contributing colleges and departments. A university-wide advisory or policy committee may already exist in your institution for teacher preparation. Even so, it could be advantageous to select faculty from each department on campus contributing course work to marketing teacher education to serve as an ad hoc committee to provide guidance to marketing teacher preparation specifically. Representation to this committee might be selected from faculty in general/liberal education, marketing, educational foundations and marketing education. The chair, of course, should be from marketing education. Each of these representatives may argue that more courses should be included from their area of expertise; however, the resulting discussion can promote understanding of the marketing teacher preparation program and lead to a better prepared and more well rounded graduate. The quality of the education of marketing teachers, like the education provided all future teachers, should be the concern of the total university, not just of the faculty within a specific department.

Concurrently with, or immediately following the selection of the various ingredients necessary for the development of preservice marketing teachers, the proposed ingredient mix and structure should be viewed in light of various environmental screens. This is the next planning phase in the marketing teacher education planning model.

(D) ENVIRONMENTAL SCREENS

As the various ingredients are being selected for the marketing teacher preparation program, several internal as well as external environmental screens must be considered. To this point in the planning process as described herein, the marketing teacher education staff has selected ingredients deemed to be most beneficial to the preparation of preservice marketing teachers without

formal consideration of various constraints or parameters. (In practice this planning phase may be considered along with planning phase (C), ingredient mix.) Any marketing teacher educator having recently been involved in the reform of a teacher education program will easily recognize the screens shown in the model. Various political or structural constraints (i.e., AACSB accreditation for colleges of business, etc.), external political and legislative mandates, the availability of teaching and related jobs for graduates, potential student client populations, state certification requirements, professional standards, and the psychology of education, all serve as parameters for the development or reform of marketing teacher preparation programs.

Although several of these screens are restricting, others provide very helpful guidelines for development and reform of programs to prepare teachers for secondary marketing programs. The final planning phase in the development or reform of marketing teacher education is the selection of a level or levels for that educational process.

(E) PROGRAM LEVEL

As noted in the background and perspective section of this monograph, the level at which teacher preparation should occur has been the topic of much debate, both oral and written. In the opinion of this writer, it is not a matter of selecting any one level (e.g., baccalaureate, five-year or master's) for the preparation of marketing teachers. More, there may be levels of preparedness.

It should be obvious from reading this monograph that there is a lot asked of a marketing teacher at the secondary level. To prepare a preservice marketing teacher to the point of mastery in each of the roles as identified is hardly possible through a four-year baccalaureate degree program. Likewise, the addition of a 5th or capstone year (whether leading to a master's degree or not) to a traditional baccalaureate degree in marketing may not allow

enough time or the appropriate integration of elements (psychology of education) for this level of development. However, a baccalaureate-level program utilizing an integrated approach (with elements strategically selected from general/liberal education, marketing and marketing-related content courses, and professional education courses combined with occupational experience and educational field experience) is an appropriate model for the preparation of entry-level marketing teachers. In-depth preparation in more than one specialty area, such as fashion merchandising, financial services marketing, or the training/consultant role, may need to wait until after the baccalaureate level. These additional specialty areas could be developed through a master's degree program or through independent internships with private business.

Obviously, considerable research is needed to help determine which elements of the secondary marketing teacher's job can best be appropriately provided through an initial four-year baccalaureate program and which elements should be held for in-depth development through further study and business internships. The final product or output of our teacher-preparation programs should be a graduate capable of modeling the role of an educated person as well as providing appropriate leadership and instruction for prebaccalaureate-level marketing programs.

(F) OUTPUT: EDUCATED PERSON AND TEACHER

It should be remembered that our job in marketing teacher education is not only to produce graduates capable of performing the various specific tasks of a secondary marketing teacher, but also to produce graduates capable of modeling the role of an educated person. We should strive to produce graduates capable of preparing educated students for tomorrow's careers in marketing.

Table 2

Basic Tenets For Change In Marketing Teacher Education

1 – Graduates of marketing teacher preparation programs should be among the best educated graduates of the university.

2 – General education requirements should be embraced as a must, as part of rather than an addition to the marketing teacher preparation curriculum.

3 – Marketing teacher education curriculum and programs should provide futuristic training for tomorrow's secondary program needs.

4 – Emphasis should be placed on the effect of marketing on all of society rather than just marketing occupations.

5 – The marketing teacher preparation major should be developed across disciplines, rather than consist mainly of one traditional discipline.

6 – Develop a process for the progressive preparation of teachers for secondary marketing education programs with specific outcomes at the baccalaureate and post-baccalaureate levels.

7 – The adult phase of the secondary marketing teacher's role should be approached from the perspective of a training consultant.

8 – Marketing teacher education methods and curriculum classes should emphasize:

- The benefits to student learning outcome of maintaining high expectations.
- Educating secondary students beyond the level of occupational task lists.
- Accepting a supportive role in teaching the basics through vocational application.
- Providing an atmosphere conducive to creative and innovative thinking regarding delivery of curriculum and programs.
- Developing in the future marketing teacher the ability to utilize the vocational approach to teach through occupations rather than merely for them.

References

Bishop, John (1987). Academic Education and Occupational Training. Design Papers For The National Assessment of Vocational Education. Washington, D.C.: National Assessment of Vocational Education, United States Department of Education.

Burrow, Jim (1984). Marketing Teacher Education: Role and Direction. Paper presented to National Marketing Teacher Education Conference, Atlanta, Georgia.

Crawford, Lucy C. (1971). A Distributive Teacher Education Curriculum Theory Design. Council For Distributive Teacher Education Professional Bulletin Series Number 24, Produced and Distributed by Division of Vocational-Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Goodlad, John I. (1984). A Place Called School: Prospects for The Future. New York: McGraw-Hill.

Heath, Betty and Price, William T. (1987, Fall). Perceived Problems Encountered by First Year Virginia Secondary Marketing Teachers. Marketing Educators' Journal. 13 (1), 23-35.

Husted, Stewart W. (Ed.). (1988). Marketing Education...A Book of Readings. Terre Haute: Institute of Sales and Marketing, Indiana State University.

Leach, James A. and Snauwaert, Dale T. (1988, November). The Place of Training and Development in Vocational Teacher Education: A Strategic Opportunity? Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers. (pp. 103-113). University Council For Vocational Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse.

Lynch, Richard L. (1988, November). Influencing Vocational Teacher Education Policy Through Research. Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers. (pp. 114-130). University Council For Vocational Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse.

Marketing Strategy Committee. (1987). A National Marketing Plan for Marketing Education. Columbus, Ohio: Marketing Education Resource Center, Division of IDECC, Inc..

National Curriculum Committee. (1987). National Curriculum Framework and Core Competencies. Columbus, Ohio: Marketing Education Resource Center, Division of IDECC, Inc..

Price, William T. (1988). Marketing Education Teacher Involvement In Adult Training and Development. In Stewart W. Husted (Ed.). Marketing Education...A Book of Readings. (pp. 37-40). Terre Haute. Indiana State University. (Original work published 1983, Spring)

Reavis, Charles A. (1988). Extraordinary Educators: Lessons in Leadership. Bloomington, Indiana. Phi Delta Kappa Educational Foundation. Fastback 271. (Library of Congress Catalog Card Number 88-60071. ISBN 0-87367-271-2).

Ruff, Nancy L. (1988). Upgrading the Marketing Curriculum: The Integration of Higher-Order Skills. In Stewart W. Husted (Ed.). Marketing Education...A Book of Readings. (pp. 123-127). Terre Haute. Indiana State University. (Original work published 1983, Spring)

Samson, Harland E. (1980, June). Distributive Education: Identity and Image. A position paper presented at the National Distributive Education Conference, Vail, Colorado.

Stone, James R. (1984, October). Conference Consensus Evaluation. A report of the Consensus Development Committee. The National MDE Curriculum Conference, Atlanta, Georgia.

Tozer, Steve and Nelson, Robert E. (1988, November). Vocational Teacher Education: Emerging Patterns for General Studies, Academic Majors, and Professional Education. Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers. (pp. 18-37). University Council For Vocational Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse.

University Council For Vocational Education (1988, November). Beyond the Debate: Perspectives on the Preparation of Vocational Education Teachers. (Available from The Curriculum Publications Clearinghouse. Macomb: Western Illinois University.)

About the Author:

Dr. Turner received his Bachelor of Science Degree in Business Administration from Virginia Polytechnic Institute and State University in 1966. His Master's Degree in Distributive Education was completed at Virginia Commonwealth University, Richmond, Virginia in 1971, and his Ed. D. in Vocational and Technical Education at Virginia Polytechnic Institute and State University in 1975.

His teaching career began in the secondary schools of Roanoke County, Virginia in 1966, opening a new Distributive Education Program at an additional high school his second year. In 1971 he accepted a position as associate professor of Distributive Education at Old Dominion University, Norfolk, Virginia. During his tenure at Old Dominion University, he has served in several capacities including Marketing Education Program Leader and Chair of the Department of Vocational and Technical Education.

Dr. Turner is currently serving as University Coordinator of Vocational Programs and Associate Professor of Marketing Education at Old Dominion University. He is responsible for starting and implementing a baccalaureate-level program to prepare personnel for the training and development profession at Old Dominion University in 1978. Recently, he assisted the Vocational and Technical Education Department, including the Marketing Teacher Preparation program, with major revisions in order to comply with directives from the Virginia Governor's Commission on Excellence in Education which affect all teacher-preparation programs statewide.